**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:2** | | | **Date(s)**:  Day 4 of task 1 |
| **Unit Title:**  **Unit 1: Understand Place Value (hundreds, tens, ones)** | | | | **Corresponding Unit Task:**  **Take an inventory of the school supply store by determining how many items are left over from last year. Use skip counting to help you find the total number of each item.** | | |
| **Essential Question(s):**  **How do patterns help me skip count?**  **How do I compose numbers up to 1000?**  **How do you know the value of a number?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Hundreds board, counters, number lines** | | **Student:**  **Math journals, pencils** | | | **Hundreds**  **Tens**  **Ones**  **Twos**  **Skip count**  **Number line** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.1: Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.**  **2.NBT.2: Count within a 1000; skip count by 5’s, 10’s, 100’s.** | | | | | |
| **I Can Statement(s):**  **I can skip count by 2’s to 100.**  **I can skip count by 2’s from a given number up to 1000.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  RINGO RANGO SONG To review skip counting by 5’s.  Teach the skip counting by 2’s stanza of the song to students to focus on skip counting by 2’s. | | | | | |
| **Teacher Directed:**  **Using a large or overhead hundreds board 1-100 (but have a 101-200 board ready). Place a chip on 20 and count by 2’s with the students placing a chip on each number. Repeat process using a different starting number (not always starting with an even number). When you get to 100, ask students to tell you what is next. Remove the overhead and put the 101-200 board and do the same process. Have children tell about the patterns they see. Using a number line, repeat the process.** | | | | | |
| **Guided Practice:**  **Using number lines (either the ones on the name tags or the number lines from manipulative kit), students place their finger under the starting number and count orally as a class to show skip counting by 2’s.** | | | | | |
| **Independent Practice:**  **Using their math journals, students will skip count from a given number and write the next five numbers they would find when they skip counted by 2’s. Teacher will walk around to monitor student progress. Repeat the activity for several numbers and gradually increase the starting number (not always using an even number as the starting number. Teacher collects math journals to check for accuracy.** | | | | | |
| **Closing/Summarizing Strategy:**  **Students can come to the board and write their answers to the problems.**  **Teacher asks: How are numbers counting by 2’s similar and different?** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Skip count by 2’s starting with other numbers than the even numbers. | | | Have students use a 100s board to review skip counting by 2’s so the students have a visual of all the numbers. | | | Have beans/beads or small objects for students to count and groups in 2. |
| **Assessment(s):**  **Each student will have a partner and one person will give the starting number and the other person will skip count by 2’s from that number (going as far as they can). Then switch roles. The teacher will rotate around the classroom listening to the partners skip counting and make informal notes about any students having difficulty. Use student math journals as another informal assessment tool.** | | | | | | |
| **Teacher Reflection:** (Next steps?)  This is for after the lesson has been completed. Teachers will need to decide on what went right/wrong and complete this here. | | | | | | |